

then we "choose" the latter research program. This picture is attractive in some ways. But what do we chose the research program *for*? To this question, which is raised by Feyerabend, Lakatos gives no clear answer.

This lack of clarity infects the key question of the nature and extent of rationality in science, an issue which is discussed at length by both Kuhn and Lakatos. Those seeking a clear discussion of this issue will be disappointed by the book. The book is, incidentally, nicely designed and clearly readable.

WILLIAM BERKSON

Bridgewater State College

FOOTNOTE

¹See Agassi's cutting and amusing essay review of the book in *Inquiry*, 14 (1971), p. 152-164, and Musgrave's review of the new edition of Kuhn's *Structure of Scientific Revolutions* in *British Journal for the Philosophy of Science* 22 (1971), p. 287-306. Also, I must confess to a comment, "On Some Practical Issues in the Recent Controversy over the Nature of Scientific Revolutions," forthcoming in *Boston Studies in the Philosophy of Science*.

CONFERENCE ON PRE-COLLEGE PHILOSOPHY at the Student Center montclair state college, upper montclair, new jersey

NOVEMBER 8, 1973

Conference Chairman
Prof. Matthew Lipman

Advisory Board

Prof. J. B. Schneewind
Chairman, Committee on
Teaching, American
Philosophical Association

Prof. P. S. Schievella
Pres., Executive Committee,
National Council for
Critical Analysis

Prof. Paul Bosley, Director
Center for High School
Philosophy, University
of Massachusetts

Welcome

President David W. D. Dickson
Montclair State College

Introduction of Keynote Speaker

Dean W. B. Fleischmann,
School of Humanities, Montclair State College

Keynote Speaker

Prof. James McClellan,
State University of New York at Albany
"Pre-College Philosophy: An Educational Paradox"

Introduction of**Keynote Speaker**

Prof. Matthew Lipman
Montclair State College

Keynote Speaker

Prof. Amitai Etzioni
Columbia University
"The Social Impact — "Education Without Philosophy"

* * * * *

The Conference on Pre-college Philosophy was structured around six Panel discussions, summaries of which are given below.

I. PRE-COLLEGE PHILOSOPHY: WHY TEACH IT?

Panel members: Moderator: Prof. Pasqual S. Schievella, Jersey City State College; Ms. Marilyn Andur, Memorial Junior School, Whippany, N. J.; Prof. Lynne Belaief, Staten Island Community College; Mr. Michael Brady, Solebury School, New Hope, Pa., Prof. Clyde Evans, U. of Mass.; Prof. Marx Wartofsky, Boston U.

1. Professor Schievella opened the panel discussion with a brief paper summarizing his findings based on 12 years of teaching philosophy on the pre-college level. In discussion he cited the main tasks as overcoming aversion to the concept and to the term "philosophy." Rote-learning, which dominates pre-college education, is made possible by the authoritarian image of a teacher who dispenses "truth" and "knowledge" to students unprepared to question the "facts." Hence philosophy should be introduced into the pre-college curriculum because it provides the opportunity to analyze such concepts as language (its varied and multiple uses), truth (as often opposed to the teacher's claims), and knowledge (as opposed to dispensed "facts"). These three concepts constitute the sub-structure through which all other philosophical issues and all the subject matter of other academic disciplines can be relevantly pursued. Since philosophy (an unacceptable and suspect term on the pre-college level) should aim at instilling logical, critical, and analytical attitudes and skills, it might be expedient to refer to such a course of study as "CRITICAL ANALYSIS" rather than "philosophy."

2. The study of philosophy amounts to learning how to read, i.e.,

learning how to analyze a text in such a way as to identify his basic assumptions and hidden presuppositions. Viewed in this way, philosophy clearly has a place in the pre-college curriculum.

3. Professor Belaief took the position that foreclosure of identity is the adolescent's self-destructive method of avoiding the anxiety-textured growth then uniquely available. Important intellectual and moral doubts are referred for solution to the dogmatic slogans of peer groups or political parties rather than private decision. Equally irrational is the alternative posture of cynical skepticism. Thoughtfulness remains a stranger to both perspectives.

Philosophy provides a third alternative whenever a professor presents conflicting metaphysical or ethical queries with interest and sympathy. In this action it is uniquely illustrated that although truth is not absolute, skepticism is not therefore inevitable.

People have the right, and the necessity, to practice and trust intellectual struggle *before* entering into careers or college whose demands divert painful recognition of the inauthenticity of previous adolescent "solutions" to life's ambiguities.

4. But if philosophy can sometimes help students in the throes of an identity crisis, it can also bring on identity crises—it can be disruptive and disturbing to students who have not previously been exposed to the radical questioning of the assumptions guiding their lives. In fact, the criterion according to which we can judge whether philosophy is being properly taught is its capacity to challenge students in this way. Of course, it would be foolish to emphasize this disturbing aspect of philosophy in trying to introduce it to pre-college curricula.

5. If philosophy should be introduced to pre-college curricula, care should be taken that it should not be a hidden indoctrination into a particular social or political viewpoint. Emphasis on philosophy as liberation suggests a sensitivity-training atmosphere in the classroom—an atmosphere incompatible with the objective, reasoned inquiry philosophy should be.

6. If philosophy should be introduced to pre-college curricula, philosophers should avoid assuming that their own motivations in pursuing philosophical inquiry are the sort of motivations likely to be found among pre-college students. This error was made in the teaching of the natural sciences in the last decade. In developing philosophy courses at the pre-college level, a careful study should be made of the interests and perspective of the students to whom philosophy is to be taught at each level. In short, the teaching of philosophy should be tailored to the needs and capacities of the students and not programmed from above by professional philosophers.

II. PRE-COLLEGE PHILOSOPHY: WHO SHOULD TEACH IT?

Panel members: Moderator: Prof. Joseph Margolis, Temple U.;

Prof. Jerome Eckstein, SUNY Albany; Prof. Patrick Hill, SUNY Stony Brook; Mr. Leslie Max, John Dewey High School, Brooklyn, N. Y.; Prof. Robert G. Olson, LIU; Prof. Don Harward, U. of Delaware.

The panelists' initial response covered a wide range. At the two extremes were Professors Hill and Harward. Hill argued that the logical candidates for teaching pre-college philosophy were those already teaching in the high schools who possessed certain qualities of thoughtfulness, interest and sensitivity. Professor Harward insisted on graduate studies in philosophy before teaching. Professor Olsen, on the other hand, questioned whether *anyone* would be allowed to teach philosophy in the revolutionary manner alluded to in the keynote address.

From this initial diversity, both sides of the discussion made significant concessions to the effect that the moderator, Professor Margolis proclaimed a kind of consensus. This unity was one felt by observers as well as panelists. Prof. Jerome Eckstein felt we could agree that there are at least *two* potential pools from which we can draw future high school teachers of philosophy. They are:

- a) those already teaching in the high schools, who in addition have an interest in philosophy and a willingness to develop that interest.
- b) those now taking graduate studies in philosophy, who have a specific interest in and sensitivity to the high school age group. All agreed that it would be premature to determine the exact mix to be drawn from these two sources.

Several telling points were made on the way to these conclusions. For example, Professor Lipman made the observation that philosophy has proven especially suited to inner-city programs, where the question of *meaning* is agonizing and real.

III. PRE-COLLEGE PHILOSOPHY: HOW SHOULD IT BE TAUGHT?

Panel members: Moderator: Dr. Howard Storm, Superintendent of Schools, Leonia, N. J.; Prof. Stefan Baumrin, CUNY; Prof. Terrell Bynum, SUNY Albany; Mr. Malcolm Goodman, Fieldston School, NYC; Prof. Karsten Strul, LIU; Prof. Peter Caws, Hunter College, N. Y.

Prof. Stefan Baumrin:

1. Ideal age for beginning study of philosophy is adolescence (14-17+).

2. All non-professional college curricula should move to high school.
3. Stress on permanent intellectual value, not collation of data. Thus, based on philosophical classics. Recommended readings for high school: Plato (*Crito*, *Phaedo*, *Republic*); Descartes' *Meditations*; Hume's *Dialogue on Natural Religion*; Mill on *Liberty*; Russell's *Problems of Philosophy*.
4. During second year of high school rigorous treatment of logic and ethics.
5. Senior year reserved for synthesis.
6. *Method*: Socratic, but slow. Not informative but formative.
 - a) Each argument must evolve for each student.
 - b) Grading and exams should be philosophical. No objective exams. Reading, drafting of questions, essays. Grades: honors, pass, fail.
7. *Teacher*: must be a philosopher.

Discussion

1. Are "we" out to create jobs for philosophers?
2. Question of priorities: should not logic be taught first? Isn't the aim to teach to think? Why the recommended material rather than logic? *Resp.*: Logic should be done at grade school level; logic is taught in math. *Qu.*: Is logic really being taught?
3. Question: Isn't such a reading list too "special"? Broaden the target area. Such books are not good for students who can't read. *Resp.*: Inability to read does not interfere with ability to think.

Prof. Terrell Bynum:

1. Nature of philosophy: analysis of crucial concepts, meanings of terms.
2. Start in early childhood with use of language. Avoid pseudo-problems.
3. Emphasize philosophy as tool for humans to understand and to interact.
4. Importance of logic (not formal): fallacies, ambiguities, etc.
5. Teacher: whoever can do it well. Philosophers just might be able to be taught to do it well.
6. Socratic method.
7. Use of media very important (examples given).

Discussion

1. Importance of starting where students are at. Plato may be too much out of it.
2. Readings are not as important as how they are used.
3. Class size? No one answer. Different activities.
4. Misuse of media? Cannot use media to solve all problems. Be flexible. No "canned" lectures.
5. Keep distinction of philosophy as science and as art. The science is for the philosophers.

Professor Karsten Struhl

1. Philosophy (which is for everyone) must be understood as a way of understanding one's life situation into which one is thrown so that one will not only adjust but may combat and perhaps change the situation.
2. Recognize that students come to school molded by society and institutions. Schools may tend to become instruments for reinforcement of the existing socialization process.
3. Philosophy can be done well prior to college and should be seen as a subversive activity.
4. Brameld's views on ways of teaching were reviewed and applied to philosophy. Essentialism (classic texts); Perennialism (eternal truths); Critical Thinking (progressivism) (tends to elevate method over ends). Struhl: "Negative commitment."
5. How do this? Demystify authorities. Teach philosophy in terms of substantive issues (avoid formal issues).

Discussion

1. *Qu.*: What is the real difference between college philosophy and pre-college as far as teaching is concerned? (Panel agreed that it can all start earlier than college.)
2. *Qu.*: Beware of adding to contemporary chaos. Begin where students are at. Get to their fundamental questions. *Resp.*: Distinguish types of chaos.
3. *Qu.*: How does one know when a "breakthrough" has been made in philosophy?

Prof. Peter Caws

1. Starting age: 12+. Start with logic, epistemology, metaphysics. Postpone ethics.
2. Don't exploit children in philosophy for whatever purposes.
3. Socrates and his method: good. Are textbooks needed?
4. Philosophy has a function as second-order understanding of what goes on in other disciplines.
5. Teacher: not necessarily a philosophy teacher. Have good teachers distinguish the didactic from the philosophical.
6. Two guiding questions in teaching: (a) The meaning of a proposition proposed for belief; (b) the grounds for belief in same.
7. The function of metaphysics as "imagination" of how world is to be understood and how it may be changed.

Discussion

1. Avoid counter-indoctrination.
2. Teachers in high school tend to get "guilt feelings" when they treat philosophical issues. It's not "in the syllabus."
3. *Qu.*: Why the postponement of ethics? *Resp.*: Are they ready?

IV. HOW CAN THE SCHOOLS FACILITATE PRE-COLLEGE PHILOSOPHY?

Panel members: Moderator: Mr. Leonard Berman, Humanities Consultant, NJ Dept. of Education; Ms. Myrna Danzig, School of Education, Montclair State College; Prof. Charles Evans, City College, NYC; Mr. John Halvey, De Witt Clinton HS, NYC; Ms. Ruth Kauffman, Tatnall School, Wilmington, Del.

The panel on facilitating pre-college philosophy was introduced by Mr. Berman, Humanities Consultant to the New Jersey Department of Education. Mr. Berman opened the workshop by asking everyone in the room to write down his own questions relating to the topic. Next, he suggested that we discuss such questions with our neighbors, then place any questions of general interest before the group as a whole. The questions asked were such as: "Doesn't the English curriculum offer a natural place for introducing philosophy in the high school?" "Is it necessary to bring people trained specifically as philosophers to teach philosophy in the high school?" "How can I as an elementary school teacher get training in philosophy?" "Will there be future programs like the one sponsored last summer by the Rockefeller Foundation for training high school teachers in philosophy?" "Can pre-high school students really get "into" or anything "out of" philosophy?" and "What is it that pre-college teachers would like for their students to get out of the study of philosophy?"

After these questions had been voiced, Mr. Berman turned the discussion over to the panel. The first panelist began with a quasi-historical review of the role of philosophy curricula in education. After he had been speaking for about five minutes, one member of the audience called out "Point of Order!" and suggested that members of the audience might prefer discussing the questions they had compiled to hearing another lecture on philosophy and education. This suggestion was greeted enthusiastically by others in the audience, and the discussion swung around to those questions which had been raised at the outset of the workshop.

The discussion which followed was animated, and many views and doubts were traded among the participants. Mrs. Carle B. Kaufmann, NOVA Coordinator distributed copies of a report describing the approach used by the Tatnall School in introducing a philosophy program in its curriculum. This report is available by writing to her at The Tatnall School, 1501 Barley Mill Road, Wilmington, Delaware 19807.

When the workshop broke up at 5:00, there was a feeling among a number of the participants that the discussion had been a useful one: it was helpful to learn of the experiences that others had had in instituting pre-college philosophy instruction, people were interested to

discover what views they shared with others, and some were encouraged that at least a beginning had been made in investigating questions of common concern.

V. HOW CAN THE COLLEGES FACILITATE PRE-COLLEGE PHILOSOPHY?

Panel members: Moderator: Prof. George Brantl, Montclair State College; Prof. William Alston, Douglass College, Rutgers U.; Prof. Paul Bosley, U. of Mass.; Prof. Patrick Hill, SUNY Stony Brook, Ms. Adele Stern, Vice-principal for Curriculum, Paramus H. S., NJ.

Ms. Adele Stern:

1. Philosophy is taught in high schools and can be (English; Social Studies).
2. Colleges should get "aggressive"
 - a. speakers at high schools
 - b. consultants
 - c. sponsor lecture bureaus
 - d. mini-courses
 - e. assist in curriculum preparation for state department bibliography
 - f. avoid isolation from the schools
 - g. encourage double majoring in certification students

Prof. Pat Hill

1. Stonybrook has M.A. in Philosophical Perspectives which affords teachers opportunity to develop in this area. Basic elements: History of Philosophy; development of reading-text skills; Contemporary; moral and social issues.
2. Philosophers in colleges don't know answers. Dialogue needed with high schools.

Discussion

1. Questions concerning certification procedures arose. Situation varies. California and Illinois have certification in philosophy.

Prof. William Alston

1. Summer workshops could be worked out for pre-college teachers.
2. Joint B.A. and M.A. programs.
3. At M.A. level, avoid overly specialized seminars. Get to the fundamental issues grasped fundamentally.

Prof. Paul Bosley

1. Review of data from the Center for High School Philosophy. Description of the Chicago project.
2. Variety of approaches in high school: Humanities, American Lit. or separate courses.

3. Philosophy should be integrative.
4. Description of Summer Institute in high school philosophy at Amherst (5 philosophers, 50 high school teachers, 5 workshops: Mechanics of Critical Thinking; Moral and Political: Psychology; Descartes and Modern Science; Technology and Culture). In-depth work on philosophy in relation to high school. No texts were used.
5. In-service teacher training program.
6. Local cooperative programs between college and high school.
7. Philosophers should get first-hand exposure to the classroom.

Discussion

1. Who can most capably teach pre-college philosophy?
2. How can philosophers "get into" the high schools?
3. Senior elective vs. general component: perhaps it is not those who choose electives who most need philosophy but those who are not going on.
4. Problems of certification were discussed.

VI. ADMINISTRATIVE PROBLEMS POSED BY PRE-COLLEGE PHILOSOPHY

Panel members: Moderator: Prof. Gerald Myers, CUNY; Mr. Frank Fiorito, Pres., NJ State Federation of Teachers; Mr. Marcoantonio Lacatena, Vice-Pres., NJ State Federation of Teachers; Dr. Ward Sinclair, Director of Certification, NJ Dept. of Education.

Much of the discussion by the panelists was devoted to the question of certification. At present New Jersey has a two step process for the introduction of philosophy courses. Once the course is approved by the Department of Education, it may be taught by any certified teacher. The local administrators may pick the person best qualified to teach the course. Some doubts were expressed concerning this procedure and one panelist suggested that there might be a temptation to pick the coach if he happened to need a course.

A member of the audience suggested that mere academic certification of a teacher might not be enough and that administrators should seek for persons of high moral character. This latter requirement was necessary because of the peculiar nature of philosophy.

Another member of the audience objected to current procedures on the ground that they require a person interested in teaching philosophy to get certified in some other field and to take courses in education and then if he has some time left over to study some philosophy.

Dr. Ward Sinclair, Director of the Bureau of Teacher Education and Academic Credentials, noted that there were no national standards for

the certification of philosophy teachers. He also noted that in New Jersey it took only six months to develop a certification program in Military Science. For the purposes of this report he supplied the following steps leading to New Teaching Certificates in New Jersey:

All proposals for new teaching certificates in New Jersey must be presented to and approved by the State Board of Examiners. When the Board receives such a proposal, it looks for three basic things.

First, there has to be a demonstrated need for the certificate. Such questions as, how many schools employ teachers needing this certificate? In the area of certificates for teaching philosophy in the schools of New Jersey, how many schools would have full time positions for philosophy teachers? Should this certificate only be an endorsement on an existing certificate?

Second, there is the problem of what the college programs should be that would prepare teachers of philosophy. The Board of Examiners would want assurances from each of the professional organizations which would be concerned with this teaching field that it is supportive of the teacher preparation program that would be devised.

Third, there would have to be a study made of New Jersey teacher preparing institutions to determine whether or not they would be capable of instituting a program which the professional organizations deem essential. It is obvious that there would be no need to develop a program which would be impossible for colleges to implement.

After these major conditions are met, the Board would hold a hearing at which interested parties would present their viewpoints and then the Board of Examiners would make a recommendation to the State Board of Education who has the final power to approve or disapprove. At this time there does not appear to be a sufficient need for the creation of a certificate for philosophy teachers in New Jersey.

Panelist Gerald Myers recounted the experience we had at CUNY. The main thing he had learned was that there was resistance at every level to the project of sending graduate students into the secondary schools to teach courses in philosophy. The result of his experience was that the only way philosophy can be introduced is to find secondary school teachers who are interested and to work with them on joint courses.

REGISTRANTS

Joseph E. Allen, 353 Woodland Rd., Madison, N. J. 07940 (representing Prof. Charles Courtney, Drew University)

Larry K. Beck, 206 Midland Ave., Montclair, N. J. 07042

Dr. Eugene J. Bradford, Superintendent, Caldwell-West Caldwell Public Schools, Administration Bldg., Prospect St., Caldwell, N. J. 07006

Marcos Brown, P. O. Box 65, Brooklyn, N. Y. 11210

- George S. Claghorn, Chairman, Dept. of Philosophy, West Chester State College, West Chester, Pa. 19380
 Frederick Struckmeyer)
 Stanley Riukas) West Chester State College
 Edwin Williams) West Chester, Pa. 19380
 Dr. George F. Cronk, Asst. Prof. of Philosophy, Bergen Community College, Paramus, N. J. 07652
 Philip W. Cummings, Dept. of Philosophy, Trenton State College, Trenton, N. J. 08625
 Joseph Della Badia) Summit High School
 Miss Alice Boyle) Kent Place Blvd.
 Roy C. Knapp) Summit, N. J. 07901
 Dr. Dennis N. K. Darnoi) Monmouth College
 Dr. Morris Short) West Long Branch, N. J. 07764
 Rev. Thomas E. Davis, 894 Valley Rd., Upper Montclair, N. J. 07043
 Dr. Gail Belaief-Foote, 181 Russ Lane, East Brunswick, N. J.
 (Dept. of Philosophy, Rutgers University)
 Dr. Helen W. Fullilove, 53 Lincoln Park, Newark, N. J. 07102 (Board of Education, Newark, N. J.)
 Jeffrey A. Gowdy, Suffield High School, Mountain Rd., Suffield, Conn., 06078
 Mrs. Helen L. Gray, 3606 Copley Rd., Baltimore, Md. 21215 (Walbrook High School, Baltimore, Md. 21216)
 Nino Langiulli) 925 E. 49 St., Brooklyn, N. Y. 11203
 Elizabeth Langiulli) (John Adams High School, Queens, N. Y.)
 Edward T. Larkin, 331 W. Clayton Ave., Apt. I, Clayton, N. J. 08312
 John J. Leddy, 39 Oakland Ave., West Caldwell, N. J.
 Dr. Duncan D. MacBryde, Assoc. Prof. of Philosophy, Essex County College, 31 Clinton St., Newark, N. J. 07102
 Frank Montalbano, Principal, Memorial Junior High School, Fair Lawn, N. J.
 William J. Paserell, Jr., Paramus High School, 99 Century Rd., Paramus, N. J.
 Thomas A. Obrzut) North Brunswick Twp. High, Rt. No. 130
 Mrs. Winters) North Brunswick, N. J.
 Violet Richman, Wilmington Friends School, Inc., Alapocas, Wilmington, Del., 19803
 Louis N. Rosenfeld
 Jack McVey) Brooks School, No. Andover, Mass. 01845
- Donald J. Ryan, 105 Hillside Rd., Sparta, N. J. 07871 (Northern Highlands Regional H. S., Allendale, N. J. 07401)
 Prof. George Sher, Dept. of Philosophy, Fairleigh Dickinson U., Teaneck, N. J. 07666
 Robert Steer, Pompton Lakes High School, Pompton Lakes, N. J. 07442

- Thomas E. Stemshorn, Wykeham Rise, Washington, Conn. 06793
 Mrs. Carol Wimer)
 Mrs. Gisela Schwab) Indian Hills High School
 Mrs. Lynn Malkovsky) 97 Yawpo Ave.
 Mrs. Joanne Sheffel) Oakland, N. J. 07436
 James E. Whitcraft) Philosophy/Religion Dept.
 Dr. Margaret Grote) Glassboro State College, Glassboro, N. J.
 Mae Yanowitz, Highland Park High School, Highland Park, N. J. 08904
 Dr. Julian Ziegler, Div. of Curriculum and Instruction, Newark Board
 of Education, Rm. 205, 31 Green St., Newark, N. J. 07102
 Alan Pasch) Dept. of Philosophy, University of Maryland
 Diane Svenonius) College Park, Md. 20742
 Jim Friel, Dept. of Philosophy, State U. of N. Y. at Farmingdale,
 Farmingdale, N. Y. 11735
 Ronald J. Nase, Jonathan Dayton High School, Springfield, N. J.
 Ellen Spingler, David Briarley High School, Kenilworth, N. J.
 Judith Merz, Cedar Grove, N. J.
 Keith E. Sheburne, Cedar Grove, N. J.
 Helen Roberts, Seattle, Washington
 W. Terry Harrison, Stony Brook, N. Y. 11790
 Mrs. Geraldine Dawson, Morton Street School, Newark, N. J.
 Alexander Kohanski, Kean College, Union, N. J. (10 Ball Ave.,
 Passaic, N. J.)
 Jim Scanlon, 405 Franklin Tpke., Mahwah, N. J. 07430 (Don Bosco
 H. S.)
 Mrs. Muriel Becker, Dept. of English, Montclair State College, Upper
 Montclair, N. J. 07043
 Adelaide C. Roberts, SUNY, Stony Brook, N. Y.
 Wilma Rose, SUNY, Stony Brook
 Barlow Albertson, SUNY, Stony Brook
 Judy Iachetta, SUNYA
 Michael Rogalin, William Paterson College
 Paulette Chase, Stony Brook (2 Valley Rd.), N. Y.
 Ellen Deutsch, Stony Brook, N. Y.
 , Litchfield, Conn.
 Gerald Nolan, 2040 Dixwell Ave., Hamden, Conn. 06514
 Russ Hull, Hamden, Conn.
 Joseph J. Simcrope, Suffield, Conn.
 J. Blandford, University of Delaware
 Chris Largent (?), University of Delaware
 Thomas A. Obzut, North Brunswick High School, N. J.
 Anne Marie Winters, No. Brunswick High School, N. J.
 Miriam McKenna, Hall High School, West Hartford, Conn.
 Robert Tierney, V. P., Jas Parchwell High School
 Ruby Rieman (?), Green Village, N. J.

- Paula Struhl, William Paterson College, N. J.
 Emily Haynes, Syracuse University, Syracuse, N. Y.
 Dan Boone, Indiana U. of Pennsylvania
 Ardelle Singer, Indiana U. of Pennsylvania
 Edward Pugh, Indiana U. of Pennsylvania
 Earl R. Humbert, Fairleigh Dickinson University
 O. J. Falcone)
 P. J. Skruck) Stamford, Conn.
 S. J. Catania)
 Judith Edmast, M. I. S.
 Dr. I. de Vinck, Allandale
, U. of Md.
 Ray Cruitt, Chairman, Humanities Dept., Newark Academy, 91 So.
 Orange Ave., Livingston, N. J. 07039
 Joan Ringelheim, University of Bridgeport, Bridgeport, Conn.
 Marius Brown, New York City Board of Education
 Sister Janet Peal, Caldwell College, Caldwell, N. J.
 Lee Creer, Central Connecticut State
 G. C. Denise, Syracuse University, Dept. of Philosophy, Syracuse, N. Y.
 Stewart Thau, Dept. of Philosophy, Syracuse U., Syracuse, N. Y.
 P. M. Henisse, 1882 Ocean Ave., Sea Bright, N. J. (Holmdel High
 School)
 Morris Short, 107 Dixon Ave., Elberon, N. J.
 Dennis N. K. Darnov, Monmouth College, N. J.
 Madeline Dreher, Ozone Park, Queens, N. Y.
 John Burns, California State College, California, Pa.
 Lidia G. Schoski, Mt. Pleasant High School, Wilmington, Del.
 Cliff DuRand, Morgan State College, Baltimore, Md.
 Marcia Willard, Morgan State College, Baltimore, Md.
 Cameron Bright, Morgan State College, Baltimore, Md.
 Barbara Mushill, University Without Walls, Morgan State College,
 Baltimore, Md.
 J. E. Johnson, Morgan State College
 Prof. Blumberg, Livingston College, Rutgers University
 Vincent Falcone, West Hill High School, Roxbury Rd., Stamford, Conn.
 P. S. Schievella, Jersey City State College, Jersey City, N. J.
 Mrs. Marilyn Amdur, Memorial Junior School, Whippany, N. J.
 Prof. Lynne Belaief, State Island Community College, Staten Island,
 N. Y.
 Mr. Michael Brady, Solebury School, New Hope, Pa.
 Prof. Marx Wartofsky, Chairman, Dept. of Philosophy, Boston Uni-
 versity, Boston, Mass.
 Prof. Jos. Margolis, Dept. of Philosophy, Temple U., Philadelphia, Pa.
 Prof. Jerome Eckstein, Chairman, Dept. of Hebraic Studies, SUNY,
 Albany, N. Y.

- Prof. Patrick Hill, Dept. of Philosophy, SUNY, Stony Brook, N. Y.
 Mr. Leslie Max, John Dewey High School, Brooklyn, N. Y.
 Prof. Robt. G. Olson, Chairman, Dept. of Philosophy, Long Island University, New York
 Dr. Howard Storm, Superintendent of Schools, Leonia, New Jersey
 Prof. Stefan Baumrin, CUNY, Graduate Center, New York City
 Prof. Karsten Struhl, Long Island University, New York
 Prof. Peter Caws, CUNY, Graduate Center, New York
 Prof. Clyde Evans, Dept. of Philosophy, University of Massachusetts, Boston, Massachusetts
 Mr. Leonard Berman, Humanities Consultant, New Jersey Department of Education, Trenton, New Jersey
 Mrs. Myrna Danzig, School of Education, Montclair State College
 Prof. Charles Evans, CCNY, New York City, N. Y. (Dept. of Philosophy)
 Mrs. Ruth Kauffman, Tatnall School, Wilmington, Delaware
 Prof. George Brantl, Chairman, Department of Philosophy, Montclair State College
 Prof. William Alston, Douglass College, Rutgers University, New Brunswick, New Jersey
 Prof. Paul Bosley, Department of Philosophy, University of Mass., Amherst, Massachusetts
 Prof. Don Harward, Department of Philosophy, University of Delaware, Newark, Delaware
 Ms. Adele Stern, Vice Principal for Curriculum, Paramus High School, Paramus, New Jersey
 Prof. Gerald Myers, CUNY, Graduate Center, New York, New York
 Mr. Frank Fiorito, President, New Jersey State Federation of Teachers
 Mr. Marcoantonio Lacatena, Montclair State College
 Dr. Ward Sinclair, Director of Certification, New Jersey Department of Education, Trenton, New Jersey

UNABLE TO ATTEND:

- Otto Begus, Chairman, Department of Philosophy, Morgan State College, Hillen Road and Cold Spring Lane, Baltimore, Md. 21239
 Henry G. Bennett, Department of Philosophy, Corning Community College, Corning, N. Y. 14830
 Elinor B. Erickson, 1401 Main Street, Molden, Massachusetts 01520 (Wachusett Regional High School)
 Dr. Earl R. Hurnbert, Teaneck Campus, Fairleigh Dickinson University, Teaneck, New Jersey
 J. R. Lambert) Gardner High School
 Ralph Lambert) Gardner, Mass. 01440

Principal, General D. MacArthur Military Academy, Mt. Freedom,
New Jersey 07970

Walter J. Pipp, Assistant Superintendent Educational Affairs, 5-01
Bergen Avenue, Fair Lawn, New Jersey

Dr. John Rosser, Acting Assistant Commissioner, New Jersey Department of Education, Trenton, N. J.

Sister Kathleen Timothy, 445 Scotland Road, South Orange, N. J.

William B. Williamson, Ursinus College, Collegeville, Pennsylvania

MATTHEW LIPMAN

Montclair State College

ANNOUNCEMENT

The Society for the Study of the History of Philosophy announces its inaugural meeting, to be held in conjunction with the Eastern Division of the American Philosophical Association, December 27-29 at the Washington Hilton, Washington, D.C. The principal speaker will be Professor Gregor Sebba (Institute of the Liberal Arts, Emory University), and his topic will be "What is the History of Philosophy?" Exact time and room location will be announced. For further information of this meeting or the Society's other activities, contact the corresponding secretary, Professor Craig Walton, Department of Philosophy, University of Nevada/Las Vegas, Las Vegas, Nevada 89154.